


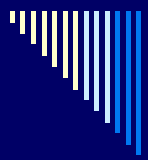
State Regulation 2360.7(c)(1)(2)	State Performance Plan Annual Performance Report
<ul style="list-style-type: none">□ The IFSP service coordinator shall provide written notification to the LEA where the child resides at least 6 mo. prior to the child's third birthday.□ With the permission of the family the IFSP coordinator shall convene a series of meetings that include: Family, <u>school district personnel</u>, rep from FITP, other IFSP team members or service providers and others who would likely be involved.□ <u>Transition Planning shall occur at least 90 days and up to six months prior to the child's third birthday.</u>	<p>Part C Indicator 8: Transition</p> <ul style="list-style-type: none">□ Six month notice to LEA□ 90 day Transition Meeting Occurs□ Written Transition Plan includes transition steps and services <p>Part B Indicator 12: Transition</p> <ul style="list-style-type: none">□ IEP is developed and implemented by the child's third birthday.



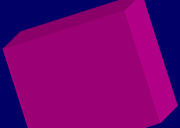
EEE teachers have reported that IFSP files contain limited information; the files have incomplete evaluations or IFSP's or are missing: current developmental levels, progress notes, parental information, health records, and/or related services reports.



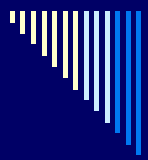
State Regulation 2360.5.7(d) Records sent to EEE program	State Performance Plan Annual Performance Report
<ul style="list-style-type: none">□ With the parents' consent, copies of the following IFSP records shall be sent to the EEE program for the child's district of residence: <u>Evaluations and information used to determine eligibility; IFSP's; pertinent contact notes; a signed consent from the parent to release information to the program.</u> <p>Federal Part C regulation § 303.344(h)(iii) Transition from Part C services</p> <ul style="list-style-type: none">□ With parental consent the transmission of information about the child to the LEA, <u>to ensure continuity of services, including evaluation and assessment information required in § 303.322, and copies of IFSP's that have been developed and implemented.</u>	<p>Part C Indicator--Early childhood outcomes entry and exit data required.</p> <p>Part B Indicator 7 —Early childhood outcomes entry data</p>




FIT has received requests from EEE to conduct a re-evaluation of a child prior to the child's 3rd birthday in order to determine if the child is still eligible for Part C services. If the child is no longer eligible for Part C, then the child is exited and is not transitioned into EEE.



<p>State Regulation § 2360.5.7 (b)(1) Transition at age three</p> <ul style="list-style-type: none">□ A child who received special instruction, developmental therapy services or speech services through and IFSP <u>shall be eligible for EEE with out need for additional evaluation.</u> <p>State Regulation § 2360.5.6 (b) Consent for Early Intervention Services: Termination of services</p> <ul style="list-style-type: none">□ Early intervention services <u>may be terminated when the: parent requests that all services or any service be terminated; that the IFSP team determines that there is no longer a need for all services or any service; or the child is no longer a VT resident.</u>	<p>State Performance Plan Annual Performance Report</p> <p>Part B Indicator 12 Transition</p> <ul style="list-style-type: none">□ IEP is developed and implemented by the child's third birthday.
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Some EEE programs have reported that they believe when FIT begins to discuss transition with families that FIT may introduce the notion that districts may be as Supportive of the family's and child needs.



Federal Regulation Part B § 300.124 (a)	State Performance Plan Annual Performance Report
<p>Children experience a smooth and effective transition to those preschool programs in a manner consistent with section. . . .</p>	



**It has been reported by some
EEE and FITP that LEAs
may not consider
Extended School
Year services (ESY).**

State Regulation 2363.8(h)(1)(2)(3) Content of IEP

(1)

- ESY services shall be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child because one or more of the following factors is evident:
- ESY is essential to permit the student an opportunity to reach reasonably set educational goals
- There has been a significant amount of regression over the past winter, spring, summer vacation and recoupment did not occur within a reasonable amount of time
- The severity of the student's disability presents a danger of substantial regression

(2)

- The student's transition goals require continued programming beyond the school year IEP

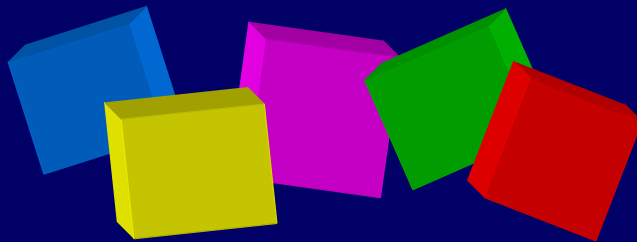
(3)

- A school district or IEP team may not limit ESY to students with particular disabilities
- A school district shall not adopt a policy that limits the type, amount, or duration of ESY services for all children

IDEA 2004

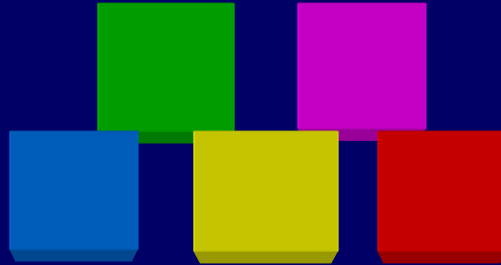
Each public agency must ensure that extended school year services are available as necessary to provide FAPE **34 CFR 300.106(a)(1)** and in accordance with **34 CFR 300.320 through 300.324**

Part C to Part B Transition *'Myth'perceptions*



Part C to Part B Transition

Building Blocks



**Part C to Part B Transition
“Myth” Perceptions**

Top 5 State Technical Assistance requests from EEE and FITP related to transition

“Myth” Perception	Relation to Federal and State Regulations	Part C and Part B SPP/APR
<p>1) FITP has reported that some districts do not participate in the transition meeting at least 90 days prior to the child’s third birthday.</p>	<p>State regulation 2360.5.7(c)(1)(2)</p> <ul style="list-style-type: none"> □ The IFSP service coordinator shall provide written notification to the LEA where the child resides at least 6 mo. prior to the child’s third birthday. □ With the permission of the family the IFSP coordinator shall convene a series of meetings that include: Family, <u>school district personnel</u>, rep from FITP, other IFSP team members or service providers and others who would likely be involved. □ Transition Planning shall occur <u>at least 90 days</u> and up to six months prior to the child’s third birthday. 	<p>SPP Indicator 8 Part C: Transition</p> <ul style="list-style-type: none"> □ 6 mo notice □ 90 day TM □ Transition Plan completed <p>SPP Indicator 12 Part B: Transition</p> <ul style="list-style-type: none"> □ IEP developed and implemented by third birthday
<p>2) EEE teachers have reported that IFSP files contain limited information such as incomplete evaluations, current developmental levels, progress notes, parental information, health records, related services reports, and incomplete IFSPs.</p>	<p>State Regulation 2360.5.7(d) Records sent to EEE program</p> <ul style="list-style-type: none"> □ With the parents consent, copies of the following IFSP records shall be sent to the EEE program for the child’s district of residence: <u>Evaluations and information used to determine eligibility; IFSP’s; pertinent contact notes; a signed consent from the parent to release information to the program.</u> <p>Federal Part C regulation § 303.344(h)(iii) Transition from Part C services</p> <ul style="list-style-type: none"> □ With parental consent the transmission of information about the child to the LEA, to <u>ensure continuity of</u> 	<p>SPP Indicator 3 Part C</p> <p>Early childhood outcomes entry and exit data required.</p> <p>Spp Indicator 7 Part B</p> <p>Early childhood outcomes entry data required</p>

	<u>services</u> , including evaluation and assessment information required in § 303.322, and copies of IFSP's that have been developed and implemented.	
<p>3) FIT has received requests from EEE to conduct a re-evaluation of a child under Part C rules for the purpose of exiting the child from Part C (prior to the child's 3rd birthday) therefore, the child would not be eligible to transition into EEE.</p>	<p style="text-align: center;">State Regulation § 2360.5.7 (b)(1) Transition at age three</p> <ul style="list-style-type: none"> □ A child who received special instruction, developmental therapy services or speech services through and IFSP <u>shall be eligible for EEE with out need for additional evaluation.</u> <p style="text-align: center;">State Regulation § 2360.5.6 (a)(b) Consent for Early Intervention Services: termination of services</p> <ul style="list-style-type: none"> □ Informed written consent by parents is needed before early intervention services may be provided. □ Early intervention services may be terminated when the: parent requests that all services or any service be terminated; that the <u>IFSP team determines</u> that there is no longer a need for all services or any service; or the child is no longer a VT resident. 	<p style="text-align: center;">SPP Indicator 12 Part B: Transition</p> <p style="text-align: center;">IEP developed and implemented by third birthday</p>
<p>4) Some EEE programs have reported that they believe when FIT begins to discuss transition with families that FIT may introduce the notion that districts may be unsupportive of the family and child needs.</p>	<p style="text-align: center;">Federal Regulation Part B § 300.124 (a) Transition of children from Part C programs to Preschool programs</p> <p>Children experience a <u>smooth and effective transition</u> to those preschool programs in a manner consistent with section. . . .</p>	

<p>5) It has been reported by some EEE and FITP that LEAs may not consider ESY services.</p>	<p>State Regulation 2363.8(h)(1)(2) Content of IEP</p> <ul style="list-style-type: none"> ■ ESY services shall be provided only if a child’s IEP team determines that the services are necessary for the provision of FAPE to the child because one or more of the following factors is evident: <ul style="list-style-type: none"> ■ ESY is essential to permit the student an opportunity to reach reasonably set educational goals ■ There has been a significant amount of regression over the past winter, spring, summer vacation and recoupment did not occur within a reasonable amount of time ■ The severity of the student’s disability presents a danger of substantial regression ■ The student’s transition goals require continued programming beyond the school year IEP ■ A school district or IEP team may not limit ESY to students with particular disabilities ■ A school district shall not adopt a policy that limits the type, amount, or duration of ESY services for all children 	<p>IDEA 2004</p> <p>Each public agency must ensure that extended school year services are available <u>as necessary</u> to provide FAPE 34 CFR 300.106(a)(1) and in accordance with 34 CFR 300.320 through 300.324</p>
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